

Education Specialist and Other Related Services Credential Programs Plan for Addressing Modified Standards

Education Specialist Transition Plan

Due 60 days prior to the beginning of the program

Program Sponsor:	
Address:	
Name of Program:	Autism Spectrum Disorders Added Authorization
Contact Person:	
Title:	
Phone:	
Fax:	
Email:	
Date:	October 1, 2009

Plan for Modifying Education Specialist Programs (2-3 pgs)

1. Please describe the process your program engaged in to address the modified standards.

Institution has an approved Moderated/Severe document, which includes authorization for Autism Spectrum Disorders. The department of Special Education decided to proceed with the steps to offer the new Autism Spectrum Disorder Added Authorization. Faculty members discussed the modified Standards for ASD, developed an action plan and implemented the plan in the following way:

1. Identify ASD standards related to the course content of each course (3 courses)
2. Review the course texts and recommend changes to the textbook committee as needed
3. Revise the course descriptions to align with the ASD modified standards
4. Revise the course assignments to align with the modified standards
5. Incorporate all changes into a new syllabus for each of the four courses

The new syllabi were reviewed by all faculty to ensure that the standards specific to ASD (CTC) were introduced, developed and reinforced progressively through the courses. A matrix of the course descriptions, standards and signature assignments was developed.

The modified standards and new syllabi were presented to adjunct staff at the fall symposium in August 2009. Faculty and adjunct staff met in focus groups to review the syllabi. Feedback from

these groups was incorporated into the syllabi. Classroom activities/teaching strategies were discussed. Syllabi were provided to staff for implementation in the Fall 2009 quarter.

2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards. Please also provide your timeline for implementing your newly revised courses and field experiences.

The department conducted a self-study of the ASD program to determine needed areas of improvement/modification and to re-align each course to the new standards. The faculty made a decision to focus on the following components when addressing the modified ASD standards:

1. Emphasis on the unique characteristics of students within the ASD in each coursework for the added authorization
2. Integration of technology in all ASD courses and fieldwork experiences
3. Emphasis on communication skills and IEP development in each course
4. Emphasis on staff development, parent education techniques and collaboration with other school staff in each course
5. Incorporation of feedback from graduates working in private/public schools regarding course content and fieldwork experiences, as well as program effectiveness (external data collection).
6. Development of signature assignments aligned to the modified standards for ASD (CTC) for each course, which will be collected as part of the formative assessment in Taskstream.

A fulltime faculty was assigned as Coordinator for the ASD Added Authorization and will assess effectiveness of each ASD course. In this role the coordinator will be responsible for the following:

1. Ensuring that the course content and signature assignments are in alignment with the new modified standards
1. Training other faculty, mentor, and adjunct staff on a regular basis in the implementation of the new courses.
2. Ongoing meetings with graduates and professionals in the field to ensure that the course content and fieldwork experiences are relevant.

The timeline for implementation of the newly revised courses and fieldwork experiences is:

1. Revision of courses based on faculty, adjunct staff and student feedback Fall 1 and Fall 2, 2009
2. Implementation of one of the courses for the ASD Added Authorization Fall 2, 2009
3. Final implementation Spring 1, 2010 (January 1st, 2010)